Application of Flipped Classroom Teaching Model in Interpreting Teaching for English Majors

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Abstract. Flipped classroom is a new teaching model in recent years, which has had a wide range of practical applications in the teaching of many disciplines. The emergence of this new teaching model also provides a new idea for the innovation of the interpreting teaching for English majors. In order to verify the actual teaching effect of interpreting teaching based on the flipped classroom model, the author conducted a teaching experiment at Class 3, Grade 2 in English major of School of Foreign Languages, China West Normal University. A total of 27 students in this class were divided into two groups, namely, group A and group B. The flipped classroom model was used in group A in the English interpreting teaching, while in group B the traditional teaching model was applied. Through eight weeks' investigation and questionnaire contrastive analysis, the author found out that the new teaching model could optimize the traditional ways of communication, strengthened the stimulating intensity of information on learners and motivated their learning enthusiasm through the network platform and abundant interpreting teaching resources.

Introduction

The interpreting education is not only one of the core components of the national strategy of training top-level English translators, but also an important part of our country's strategy of rejuvenating the country through science and education. Actively carrying out interpreting education and training high-level interpreters are the inevitable requirements of social progress in our country. At present, the great problem of interpreting education in our country is the lack of an effective teaching model. We need to change the existing teaching model in the English interpreting teaching in order to get out the predicament. Flipped classroom, a new type of teaching model which receives much concern, was first proposed by American chemistry teachers Jonathan Bergmann and Aaron Sams in 2007 in the United States [1]. Its essence is to cultivate the students to acquire what they need via practice or training. Through independent learning and cooperative exploration, learners can master the relevant laws more quickly, and truly become the regulators and managers of self-learning. The author attempted to apply the flipped classroom model in the interpreting teaching in order to make up for the deficiencies in the traditional interpreting teaching model and improves teaching efficiency.

Feasibility Analysis of the Application of Flipped Classroom Model in Interpreting Teaching of English Majors

Problems in Traditional Interpreting Teaching for English Majors

In recent years, English majors in many universities have set up the interpreting course, which has become one of the main forces of training interpreting talents. As a major course to cultivate practical skills, most universities only offer one year's interpreting course, usually once a week with insufficient total class hours and teaching time, which makes it very difficult for students to master interpreting skills in a short period. In addition, in the traditional interpreting teaching model, the teacher's role is mainly to impart of interpreting knowledge and skills. Teachers should teach textbook knowledge to students in limited time, the teaching form is single and boring, and students would naturally focus on theoretical knowledge. Due to the limited conditions, students cannot
conduct sufficient and real-time interpreting training in the classroom, and lack opportunities for interpretation training. Even if they have a chance to speak English, because of poor psychological quality, they could not accomplish their task and could not achieve the goal of the practice. Therefore, teachers cannot guide students in time, resulting in failing to reach the goal of interpreting teaching [2]. What's more, Students have different levels of the language knowledge, the cultural knowledge and interpretation skills, and these factors become one of the limitations of the cultivation of interpreting talents in English majors.

The Significance of the Application of Flipped Classroom in Interpreting Teaching

With the advent of the digital age, the development of educational technologies, the maturity of social networks, and the sharing of educational resources, all these factors allow teachers to use new teaching methods that were previously unavailable. The implementation process of the flipped classroom teaching model is to help teachers to solve these problems such as the lack of teaching time, the insufficient interpreting practice in the classroom, the single and boring teaching form and teaching environment. Students become the real subject in the flipped classroom [3]. The change of the teaching form can arouse students' interest in learning, so as to bring students' subjective initiative into full play. The flipped interpreting teaching can help teachers to build simulated interpreting practice for learners and create an atmosphere of interpreting scene to help students improve the psychological quality and adaptability of interpreting [4]. In addition, teachers can give timely and direct guidance to make the practice more effective. The contents of classroom teaching are no longer dominated by theoretical studies, but mainly are the interpreting activities related to market and social needs. The use of multiple evaluation mechanisms in interpreting classrooms, such as students' self-assessment mechanism, students' mutual evaluation mechanism, the comment mechanism and so on can, help students experience the professional features of interpreting, improve the quality of interpreting teaching and cultivate high-quality professional interpreters.

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The Design of the Flipped Interpreting Teaching Model

The introduction of the flipped classroom teaching model in interpreting teaching is as follows: firstly, the design of interpreting training programs should be integrated into all aspects of training, such as interpreting skills of students, the internal and external language knowledge, the ability of the segmental analysis and intercultural communication skills. Secondly, the purpose of the program design is to construct a new learning model of students' self-learning and knowledge internalization based on the flipped classroom teaching model [5]. Students carry out the self-study of the basic interpreting knowledge before class, organize their own problems in learning process and solve most problems with the help of students and teachers through network. For some really difficult problems, students can put forward in the classroom so that everyone can concentrate on discussion and work together to solve them. Thirdly, the program design of the flipped interpreting classroom should be based on the new evaluation structure of students' self-assessment mechanism, students' mutual evaluation mechanism and teachers' evaluation mechanism [6]. At the same time, more attention should be paid to procedural evaluation, as well as the procedural evaluation and the terminal evaluation should be combined organically.

The Implementation of the Flipped Interpreting Teaching Model

In order to verify the actual teaching effects of interpreting teaching based on the flipped classroom model, the author conducted a teaching experiment at Class 3, Grade 2 in English major of School of Foreign Languages, China West Normal University. A total of 27 students in this class were divided into two groups, namely, group A and group B. The flipped classroom model was used in group A in the English interpreting teaching, while in group B the traditional teaching model was applied. The contents of this interpreting teaching experiment include four aspects: the training of
listening skills, memory and note-taking skills, target language expression skills and intercultural communication skills, which are considered to be the focuses of interpretation teaching (Table 1).

In order to study the positive effects of the flipped classroom model deeply and thoroughly, the author conducted a survey on all the students participating in the contrastive teaching experiment. A total of 27 questionnaires were distributed and 27 questionnaires were returned, of which 14 were from group A and 13 from group B. These results of questionnaire analysis are as follows:

92% students in group A regarded that the flipped classroom model, rather than the traditional classroom teaching model, could enhance their interest in the learning process. While in group B, the proportion of preferring traditional teaching model was only 26%.

85% students in Group A improved their self-learning ability by participating in the flipped classroom model and their confidence in interpreting learning was significantly increased. They were more passionate about the group learning. With the help of the network platform, it was beneficial for them to exchange and share various experience in interpreter learning. While only 21% students in group B gained confidence in the traditional learning process.

100% students in Group A reflected that with the help of the flipped classroom model, they have significantly increased their time and space for interpreting training. Their learning styles were more free and open, and they could carry out various targeted learning activities according to their needs. While only 6% students in group B considered that they were currently using enough time for interpreting training.

Through contrasts with the two different interpreting teaching models and online questionnaires, we could find out that the interpreting teaching based on the flipped classroom model is obviously better than the traditional interpreting teaching model. The new teaching model can optimize the traditional ways of communication, strengthen the stimulating intensity of information on learners and motivate their learning enthusiasm through the network platform and abundant interpreting teaching resources.

Table 1. The Teaching Experiment Based on Flipped Classroom Model.

<table>
<thead>
<tr>
<th></th>
<th>Listening test</th>
<th>Memory and note-taking test</th>
<th>Target language expression test</th>
<th>Intercultural communication test</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average score of Group A</td>
<td>86</td>
<td>85</td>
<td>89</td>
<td>88</td>
</tr>
<tr>
<td>The average score of Group B</td>
<td>70</td>
<td>72</td>
<td>76</td>
<td>73</td>
</tr>
</tbody>
</table>

Conclusion

The flipped classroom teaching model, in which students can arrange the learning time and progress according to their own situation, can greatly stimulate students’ curiosity and provide students with active learning and cooperative discussion opportunities, imperceptibly cultivating students’ comprehensive abilities, such as self-learning, speculation and innovation. Therefore, the new teaching model, which conforms to the cognitive law of the learners and improves teaching efficiency, can effectively make up for the deficiencies in the traditional interpreting teaching model. As a new thing, it also has some shortcomings. For further development, the reconstruction of evaluation methods in English interpreting teaching is the key. Only by establishing a combination of procedural and terminal evaluation methods, can promote flipped classroom teaching model healthy and orderly development.

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References